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ABSTRACT

The purpose of this paper is to examine some alternatives regarding the reorganization of the school year and the organizational problems of space, cost-saving, and effectiveness. This paper emphasizes the variables that may be manipulated in reorganizing the school; namely, the length of the operating school day, the length of the student's school day, the length of the operating school year, the length of the student's school year, and the arrangement of terms and vacations. Three specific plans described are (1) student acceleration plans, (2) term rotation plans, and (3) multiple trials plan. (Author/MLF)

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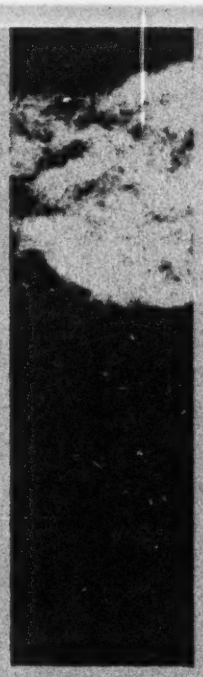

BULLETIN

EXTENDING THE SCOPE OF THE SCHOOL: CONSIDERATIONS FOR REORGANIZING THE SCHOOL YEAR

by

John R. Hurnard

Vol. 15, No. 5 January, 1972

OREGON SCHOOL STUDY COUNCIL
College of Education
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Bureau of Educational Research
and Service

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INTRODUCTION

Among the numerous innovations currently suggested for the improvement of school systems is reorganization of the school day or the school year. Prior to an analysis of available alternatives related to such changes, the following incident is presented to illustrate the problem of deciding among organizational alternatives in an educational setting. A group of parents is discussing with Mr. Neale, the principal, the matter of organizing summer swimming lessons for their children.

An Incident

Mrs. Williams: The problem as I see it, Mr. Neale, is that we twenty parents can't decide the best way to organize swimming classes for our children. Most of us think they should come for two hours, twice a week, for the first four weeks of the summer vacation. I know you did it differently last year, but they've had good success in Townsville with that arrangement.

Mr. Neale: The problem is that last year we had far fewer people interested in our program. The station wagon that Mr. Conrad is willing to let us use will not hold more than ten children at a time.

Mrs. Stevens: Why not forget about the transportation and make it the parents' responsibility to get their children to the swimming lessons?

Mrs. Williams: That's easy for you to say. We have only one car and my husband needs it. You would be discriminating against those children who can't get to the pool.

Mr. Neale: It seems to me that we should think about having the children come in groups of ten for two hours once a week for eight weeks, rather than every day. That's how we did it last year.

Mrs. Williams: That wouldn't be any good. We want to go camping at the end of July.

Mrs. Stevens: Then, how about four times a week for one hour for the first four weeks? With instruction every day, they'll make faster progress.

Mr. Conrad: Isn't there some way we could arrange for the children to have more than just an hour a day in the pool? It seems to me that they need practice. Perhaps we could reduce the amount of instruction they get and hire a couple of high school students to help the children while they are practicing.

Mr. Neale: Or open the swimming lessons to adults so that they can learn and help at the same time.

Mrs. Stevens: I still think the children should get to the pool every day. If they can't all be receiving instruction at once, they can be doing something else.

Mrs. Williams: I don't like the sound of that. Half of them would be running down to the shopping center and making a nuisance of themselves.

Mr. Conrad: No one has brought up the question of the time of day or the problem of getting two groups there in one day. Also, what will the instructor be doing while he's waiting for the second group? Will we have to pay him for an extra hour's work? Couldn't we get a group from some other school to schedule a lesson while he's waiting?

Mr. Neale: I'm tempted to be arbitrary and say that swimming is available for ten students at 10:00 a.m. to noon, Monday and Wednesday, and for ten more from 10:00 a.m. to noon on Tuesday and Thursday, for the first four weeks of the vacation. There may still be some objections; perhaps we should ask the instructor what he thinks. . . .

As Mr. Neale said, it's tempting to be arbitrary, and in this case an imposed solution may be justified. But even in this simple situation there is plenty of evidence of the many problems that can arise in the face of alternatives which are equivalent in terms of planned outcomes, but which may have different implications.

The reader is invited to use the case of the swimming program to test his own skills, or the skills of a discussion group, in (1) defining a problem, (2) assembling alternatives, (3) anticipating the consequences of each alternative, and (4) estimating the potential advantages and disadvantages of each. It would be a good preliminary exercise in

analysis of school district problems prior to assessing the suitability, for a particular district, of some of the organizational alternatives discussed in this paper.

Examining Organizational Alternatives

Clearly, there is no single, certain way of achieving the objectives of the school. Periodically, a new idea appears. In an experimental setting it seems to produce good results, and other schools--particularly those who have not introduced an innovation recently--rush to try it. The problem is that the school district may adopt the innovation without examining (1) the extent to which it is needed, (2) its suitability in a new setting, and (3) other means of obtaining the same ends.

The purpose of this paper is to examine some alternatives regarding the reorganization of the school year, not with the view to advocating a particular plan but with the view to ensuring adequate exploration of the problem, the relationship of the proposed solution to the problem, some possible desirable and undesirable consequences of adopting the new arrangement, and the existence of other alternatives that might be more suitable.

Unfortunately, a common sight in education today is an innovation in search of an adopter. A school system should carefully analyze its own problems and should not assume that a solution to another district's problems would be applicable in a different context.

The case of the swimming program will be seen to include many of the elements of a larger problem of school organization. It is tempting to see the problem as one of logistics--the most efficient use of transportation facilities to enable twenty students to each receive sixteen

hours of swimming instruction. But even this brief conversation revealed implications and complications. There was the possibility that frequency of instruction would be a significant factor. There were implications for the family--one family was not about to adjust its vacation plans to accommodate itself to one of the suggested alternatives. There were implications for the larger community--Could adequate supervision be supplied if the children went in a large group, but only half of them received instruction at a time? There were also implications of an ethical or political nature--If an arrangement were selected to suit the majority, what should be done if it appeared to discriminate against a minority?

There was also some suggestion for maximizing the benefit of the lessons by supplementing the skilled instruction with some general assistance from untrained helpers.

And, of course, the inevitable question was raised: Why change if you don't have to? In one form or another, the same question is likely to be raised in connection with every suggested change unless there is a clear perception on the part of all concerned that the advantages of the new arrangement are clearly going to outweigh its disadvantages, that there will be no inconvenience, and that no one's influence or rights will be threatened.

THREE PROBLEMS

In this section three basic types of organizational problems are examined--the space problem, the cost-saving problem, and the effectiveness problem. They are all problems for which the same general solution has

been proposed: Reorganize the school year. The problems will be analyzed in such a way as to bring out the differences among them, so that the administrator will see that the elements in the problem determine the solution. A reorganizational method that solves one of the problems may not solve another. Each problem will be discussed in the light of its variables and their manipulation and with reference to the alternatives available.

The Space Problem

> "In the next couple of years it looks as if we are going to experience a considerable increase in enrollment, and we will be something like 25 percent over capacity. If the increase continues, we shall certainly need a new school; but we are not convinced that the increase will continue. Should we try to cope with the increase on a temporary basis by reorganizing the school year?"

This administrator is thinking in terms of space requirements. If he can operate the school for 25 percent more days a year and have a portion of his student body out of school at any given time, he will have enough space. He must expect something like a 25 percent increase in operating expenses, but his per-pupil cost would certainly be no higher (and might be considerably lower, depending on the district's indebtedness), and he will not have to commit the district to a capital outlay on buildings that might not be needed later.

This administrator needs to examine all possible ways of increasing available space by 25 percent. Then he has to determine which alternative is most suitable for his problem, which is likely to be least disruptive of community and family life patterns, and which has the greatest potential for producing benefits other than increased space. He would also need to examine the legal constraints that might have to be waived before he could adopt certain plans.

Manipulation of Variables. The variables that the administrator can manipulate are the length of the school day, the length of the school year, and possibly the length of time a student has to be in school in a given year. The following are some of the alternatives that are theoretically possible:

1. The school day is lengthened by 25 percent but not all the students are receiving instruction at any given time during the school day.
2. The length of the school day and the length of the school year are held constant but students attend school for fewer hours per day. Class time is reduced but learning assignments, such as individualized learning packages that can be taken home, are utilized in compensation. Again, not all the students are in school at a given time.
3. The school year is lengthened, with or without some adjustment to the length of the school day, and student attendance is staggered so that not all the students are in school at any given time during the school year.

Where space is at a premium, the solution involves some sort of splitting of the student body--on the basis of the school year, the school day, or both. It should be clear that local conditions are likely to play an important part in the selection of an alternative. For example, if the school depends heavily on transportation, it is going to be very difficult to have staggered classes during the school day. A slight lengthening of the school day might be tolerated, provided there were adequate recreational or study facilities in the school.

A major question raised by the space problem is, Where do students go when they are not in school but other students are? If the "baby-sitting" function of the school is significant in a particular community, an extended school day solution is unlikely to be popular.

But the space problem has some beneficial side effects. It may lead the school to seriously reconsider the classroom time allocation. It may be decided that the emphasis on classroom learning, especially at the high school level, has been excessive and that independent study would be very beneficial to some students. This raises the question: Should the school arrange largely independent study programs for just those students who seem able to benefit from them and who have their parents' consent? In some cases, could enough space be saved in this way to meet short-term needs?

Alternatives. (See also the section on SPECIFIC PLANS) Alternatives for saving space may be divided into plans for immediate savings and plans for long-term savings.

Immediate savings. A "multiple trails" plan makes space available by extending the school year and having children in school for less time each day. The school year is the same length for everyone, about 210 days; space becomes available because not all children are in class at the same time. The key to the success of the plan is the use students make of the extra time available to them during the school day. The multiple trails plan has the additional advantage of making available time for remedial work or acceleration if total space savings are not needed for regular work.

Other alternatives utilize the approach of the year-round school rather than the extended school year. For example, plans such as the 45-15, 10-3, or 8-2 arrangement, involving a sequence of, say, nine weeks in school followed by three weeks vacation, all assume that a portion of the student body will be on vacation at any point in the year. All these plans require that the curriculum be organized into units fitting the selected pattern.

Any plan that has part of the student body out of the school at a particular time is designed to make available more space.

Long-term savings. A number of plans are designed to have all the student body in the school at the same time but to operate the school for perhaps 25 percent longer each year so that the student is able to complete his education in considerably less than 12 years. These plans do not in general provide for the student to be continuously at school. Typically, they provide for some acceleration and some flexibility in that the student has a number of "extra" terms available for enrichment courses, work experience, etc.

When the rotation plan includes voluntary features, it is likely to improve the educational opportunities of the student but will not necessarily save space.

The Savings Problem

> "Our school district is finding it increasingly difficult to pass tax levies...What sort of savings can we expect by changing to a year-round school operation?"

This administrator has heard somewhere that the use of the school on a year-round basis is more efficient and hence will result in the saving of money. This is clearly a mistaken notion. In any given year a school

is going to be more costly to operate for, say, 11 months than for 9 months because teachers have to be paid and the building has to be heated, cooled, and cleaned for as long as the school is open.

Manipulation of Variables. Where savings may occur is in the long-run possibility of being able to reduce the number of years a child actually spends in school. If it costs, say, $810 to provide schooling for a child for 9 months, the cost per month is $90. The cost for an 11-month year is not $990 but, perhaps, $900 because costs associated with the provision of facilities are the same regardless of the number of months of operation per year. If twelve 9-month years are equivalent to ten 11-month years, the total cost of a child's education is $9,720 for 9-month years and $9,000 for 11-month years.

This illustrates the underlying requirement for a cost-reduction plan--it must reduce the cost per child. There are two general ways of doing this:

(1) The method already discussed--fuller use of expensive school facilities so that the individual student makes more efficient use of the capital component of the cost of educating him. Essentially, this means that the school should be operated near capacity, both in terms of the number of students the building can hold at a given time and in terms of the total number it can hold during the year. It may involve some form of cooperation or consolidation with another district that would have the effect of extending the tax support base of a particular facility.

(2) Reduction of the amount of money spent on each child. The introduction of differentiated staffing illustrates the sort of thinking that is applied in this case. If 100 students can be taught by one $12,000 master teacher, one $9,000 general teacher, and three $5,000 aides, the

cost per student for this segment of instruction will be $360. If equivalent instruction is provided by four $10,000 teachers, the cost per student will be $400. Notice, however, that the argument in favor of differentiated staffing can be extended to include certain additional benefits. The introduction of a new position--of master teacher--may encourage able teachers to remain close to the classroom rather than having to turn to administration for additional salary and status. In the example used, there is an extra adult for these 100 children, in itself a possible benefit.

A reorganization of the staffing pattern is not the only approach to cost reduction. Adjustment in the number and nature of teacher-student contacts is a possible method of cost reduction. The variables to be considered in this case are class size, number of class meetings per week, and the number of courses required to complete graduation requirements. Of particular relevance in this approach are alternatives involving independent study. In the high school especially, there seem to be situations in which students could learn very well on their own, and others in which they could learn effectively in large, even very large groups. The use of independent study and large group instruction might be expected to contribute to the enlargement of the individual's learning style.

Alternatives (See also SPECIFIC PLANS). Reorganization of the school year is not in itself likely to save very much money except to the extent that more efficient use is made of school buildings. Consequently, even if space is not a problem, all of the plans designed to make more efficient use of the facilities have the potential for reducing total cost

per child. But the reduction occurs only if the child's use of the school is more concentrated--spread over fewer years--so that the building is not standing idle for some of the year. The addition of a voluntary summer session will not be likely to reduce the total cost of educating a child.

The Effectiveness Problem

> "I have the feeling that the school could be doing much more than it actually is. Somehow I feel we are not making full enough use of our facilities. Should we be trying something different?"

Perhaps more than with either of the two previous problems, the administrator who asks this sort of question is looking for an innovation for its own sake. He seems to be feeling that the school is getting stale and that it is time for a change.

Manipulation of Variables. The administrator who wants to make fuller use of his school facilities to obtain greater flexibility in the school's program is faced with the relative value of voluntary and mandatory programs. Voluntary programs are generally conceded to be expensive. For example, voluntary summer school programs have served a useful function for those children who need remedial work, who wish to take enrichment courses, or who want an opportunity to complete school in less than twelve years; but these programs do increase costs.

If a school extends its year simply in order to improve the quality of its educational offering, so that the student is given twelve 200-day school years rather than twelve 180-day years, the amount of education is increased, but the range of experiences may not be increased. Plans that call for the school year to be reorganized so that students have greater flexibility are likely to be more attractive than those offering more of

the same experiences in the same patterns. For example, the introduction of a cyclic plan with, say, 25 percent of the student body out of school at any given time would enable students to enter kindergarten or first grade at four different points during the year rather than only one. It would enable families to plan vacations at different times of the year, a possible advantage in a community in which industry is pressing for staggered holidays.

The extension of the school day offers the opportunity for students to have part-time jobs and for adults who have been out of school for some time to return for a few hours a day after work.

Such plans should not be expected to save money, but they would enable the school to say that its facilities were being fully utilized.

The first part of this issue, then, is increased utilization. It asks the question, Couldn't we be doing more? But there is a second consideration, Are we doing the right things now? In other words, should there be a rearrangement of priorities and a reallocation of resources even within the present expenditure?

This second aspect of the effectiveness problem is more difficult to answer because to some extent the school is restricted by legal requirements. But the questions should be asked anyway. For example, if a particular school feels that the community needs early childhood education far more than it needs four years of high school education, should it have the option of developing programs for three-, four-, and five-year olds and cease to offer part of the high school program? Perhaps the course requirements for each of grades 9 through 12 should be reduced by 25 percent so that those four grades could be completed in three years.

This is an extreme suggestion, no doubt, but it illustrates a theme of this paper: The school should be dealing with alternatives that relate to its perceived problem rather than with alternatives that have been used to solve someone else's problem.

Alternatives (See also SPECIFIC PLANS in final section). Any of the plans, including the summer school approach, that make additional use of the school facilities, have the potential for making the school more effective. However, some of these plans, such as the summer school plan, are likely to be more expensive than others. Both an extended school day and an extended school year, provided they are fully utilized by students, can obviously enable the school to provide a better service. To the extent that students, during the extended periods, do things they would otherwise have done during the regular period, the school is also likely to be increasing its efficiency.

SPECIFIC PLANS

The following description of selected plans is based largely on the discussion presented in The Impact of a Rescheduled School Year, published by the New York State Education Department.

Student Acceleration Plans

The objective of these plans is to produce long-term savings and potential educational benefits.

1. Trimester. Extension of the school day permits the student to complete a semester's work in a trimester. The school year is increased to 210 days (eleven months). If the intention is to have

students complete four-years' work in three years, the student has one spare trimester that can be used for a variety of extra educational experiences. If the intention is for him to complete six-years' work in five years, the student has three extra terms.

2. Quadrimester. Less extension of the school day is required than with the trimester plan because a year's work is completed in three-fourths of an extended school year rather than two-thirds. Again, extra terms are available. For example, there is one extra term if the student is to complete five-years' work in four years.

Term Rotation Plans

The objective of these plans is to obtain better utilization of school facilities by having year-round operation of the school, but with only a portion of the student body in school at any time. The problem is to determine the best combination of terms and vacations for a particular community.

1. Staggered Quarter. In this plan 25 percent of the student body is on vacation at any time. The problem is that each vacation lasts a full quarter and in many parts of the country a three-month winter vacation would not be acceptable.
2. The 8-9/2 plan. This plan provides for eight-or nine-week sessions with two weeks between sessions, together with a four-week vacation for each group of students at some time during the summer. This plan and the next two plans call for a school to have about 20 percent of the student body out of school at any given time.

3. The 8/2 plan. This is similar to the previous plan except that it provides for a common four-week vacation for all groups during the summer.
4. The 45/15 plan. This is a variation of the preceding plans with students in school for 45 days and on vacation for 15 days. It provides for a common two-week vacation in the summer, mainly to enable major maintenance to be carried out in the school.

Multiple Trails Plan

In the multiple trails plan the school year is extended but students receive instruction for fewer hours per day. The extra space made available in the school may be used (1) to accommodate more students, (2) to accelerate students, or (3) to provide additional instruction for those students who need it.

Most of these plans require some rearrangement of the curriculum, either by providing for continuous progress or by developing instructional units to fit the new patterns of attendance.

SUMMARY

This paper has emphasized the variables that may be manipulated in reorganizing the school; namely,

the length of the operating school day,

the length of the student's school day,

the length of the operating school year,

the length of the student's school year,

the arrangement of terms and vacations.

The advantages of school year reorganization include possible savings of money--by more efficient use of the facilities--and possible educational benefits associated with enlarged and more flexible educational offerings.

Disadvantages may arise from the impact of the reorganized school year on the community, especially as far as vacation patterns are concerned.

The theme of this paper was that there are no <u>automatic</u> benefits to be expected from reorganization. There are, inevitably, increased costs which may or may not be followed by increased productivity. A school district contemplating school-year reorganization should consider all alternatives and select the one that seems to best meet the district's perceived needs with the greatest balance of advantages over disadvantages. But the <u>need</u> must be analyzed before a particular solution is selected.

REFERENCES

In this section a number of references are annotated. They deal mainly with the reorganized school year, but the extended school day and some related topics are also mentioned. The selection has been limited to sources that could be made available to schools on a loan basis, by the Oregon School Study Council.

<u>The Reorganized School Year</u>

1. Research Division, National Educational Association, <u>The Rescheduled School Year</u>, Research Summary 1968-S2

This summary gives some additional reasons--other than those already discussed in this paper--for rescheduling the school year. While these items do not all necessarily apply to every type of plan, they do suggest

possible selling points. For example, they suggest that teacher status can be improved by giving the teacher an opportunity for year-round employment; that student needs for acceleration may be met; and that young people may be kept busy and off the streets during the summer months.

The report points out that experimentation has been limited because of the lack of enthusiasm among teachers, administrators, and parents. It describes nine plans and summarizes the advantages and disadvantages of each. An extensive 62-item bibliography is appended.

2. New York State Education Department, The Impact of the Rescheduled School Year (Albany, N. Y.: 1970)

This comprehensive report includes a chapter summarizing a variety of plans for rescheduling the school year. The emphasis is on plans that produce savings, either by acceleration of students through the grades or by releasing space, but major attention is focused on plans that also have the potential for improving the school's educational offering. Since New York has been particularly interested in plans producing space savings, this report should be of particular interest to districts faced with the need to deal with increasing enrollments.

The report groups the plans into four approaches: student acceleration, term rotation, time equalization (multiple trails) and summer school. It makes a useful distinction between mandatory and voluntary plans, and is well supplied with charts illustrating the implementation of the various plans.

3. American Association of School Administrators, 9+: The Year Round School (Washington, D. C.: A.A.S.A., 1970)

This report is included here for three reasons. It is a brief summary of a few plans and could serve as a useful introduction to someone unfamiliar

with the literature; it contains an extensive bibliography; and it emphasizes the value of the various plans for teachers.

4. "Exploring the School Year," (a series of articles) Compact, December, 1970

The articles deal with the year-round system adopted by Atlanta, Georgia; legislative action in Michigan; experience with year-round school operation in California; the use of a voluntary experimental program to encourage public acceptance of a mandated program; permissive legislation in Pennsylvania; the simultaneous introduction of some sixty innovations in the year-round plan of the Wilson Campus School at Mankato (Minnesota) State College; and the expanded school year in Florida.

Of particular interest might be the articles by John D. McLain and George Isaiah Thomas. McLain reports on the actual experiences of school districts that have implemented a variety of plans. He makes the important point: "These various programs have emerged in response to specific community needs. Since the needs differ from community to community, so do the details of the plans." (p. 8) He points out that many plans are most suited to a situation where there is a "rapid increase in enrollment without an adequate tax base to provide the necessary construction." (p. 7) This article should serve as a useful damper to the enthusiasm of districts expecting easy savings from the introduction of a rescheduled school year.

Thomas points out the sort of legal questions that have to be asked before a district moves into a reorganized school year. For most plans permissive legislation is likely to be required. Thomas emphasizes that dollar savings are not likely to occur unless a plan is mandatory. He deals in some detail with the question of whether or not savings are likely

to actually occur. He points out the need to be very careful to analyze all factors contributing to school costs--debt services, maintenance costs, and operating costs--before asserting that a reorganized school year does or does not cost more than a traditional one. He also points out that the selling of a rescheduled school year to the teachers and the community may be a very difficult task.

5. Philip K. Piele, "Rescheduled School Year Plans," CASEA-ERIC/CEM Newsletter, Winter, 1971

This bibliographical essay summarizes 18 documents available in the ERIC system dealing with Rescheduled School Year plans. It includes references to a number of feasibility studies carried out in different parts of the country.

The Extended School Day

The possibility of extending the school day may be considered in each of the three general problem areas--making more space available, saving money by extending the base of school utilization, and increasing the effectiveness of the school program.

1. R. N. Finchum, Extended Use of School Facilities, U. S. Office of Education, 1967

This report in the School Plant Management series summarizes practices in nine selected school districts. Separate chapters detail each district's provisions for the use of school facilities outside the regular school day, week, and year by both school and non-school groups.

It presents summaries of policy statements, regulations, and rental charges and includes sample contracts. There is also a bibliography.

The report deals with managerial rather than educational considerations, but it should provide some useful guidelines for a district contemplating extended use of its facilities for other than school program purposes.

2. William J. Fowkes, "Double Sessions: High Cost of Saving Money," Clearing House, 44:76-77, October, 1969

Fowkes argues that double sessions may not cut costs as much as anticipated because of the need to duplicate services. There is also the unseen cost of lowered morale brought about by decreased participation in extracurricular programs and by misused spare time.

It is necessary, however, to be clear as to the definition of double sessions, distinguishing between overlapping use of the school as found in a multiple trails approach and non-overlapping use such as would occur if one school population used the building for five or six consecutive hours and another population for the next five or six hours. Fowkes argues that even with non-overlapping use the savings may not be as great as anticipated and the cost in morale of having a divided student body may be high.

3. Edward G. Hunt, "Warwick's Longer School Day Is Voluntary," American School Board Journal, 150:20, May, 1965

In the discussion part of the present paper, the longer school day was examined as a possible way of obtaining additional space in a school. An extended school day has also been suggested as one way of providing supervision for children of these families that are unable to have a responsible adult at home when the children come out of school. In some cases the school day has been extended to start earlier so that children have somewhere to go if their parents have to go to work early. Cases like

this illustrate the use of the school building to meet a social rather than an educational need. Hunt deals with yet a third possibility--the use of the school for voluntary classes. He describes the system at Warwick, R. I., where courses are offered after regular school hours, as long as they provide something not available in the regular curriculum or something that duplicates a regular course which a substantial number of students have been unable to fit into their schedule. The emphasis is on voluntary classes, because the school is unwilling to mandate a longer school day that would interfere with other after-school activities that children traditionally have undertaken.

This suggestion involves a program that is going to cost money because teachers have to be paid for the extra hours worked, but it does increase the flexibility of a school's program and it increases the chance that innovative courses will be developed--and courses that are attractive to students.

4. New York State Education Department, Designing the School Plant As a Community Center

This 11-page booklet summarizes considerations to be kept in mind when designing a school to be flexible enough to accommodate additional community use. Many of the hints require only careful forethought and do not necessarily involve extra cost.

Related Topics

A number of other topics should also be investigated by anyone interested in modifying the school year in his school. For example, if a school decided to introduce a rescheduled year it would have to develop a policy to determine at which of three or four possible entry points during

the year a child becomes eligible to enter kindergarten or first grade. If the school day is extended significantly, classes might occur at times of the day that would make them suitable for working adults; then the school would be faced with the possibility of developing policy to encourage the adult to take part in regular classes.

If teaching costs are to be reduced by reducing the number of hours a student actually spends with a teacher, considerable use may have to be made of independent learning materials so that the student can study effectively on his own.

Finally, the whole area of community use of the school is associated with any attempt to increase the utilization of the school facilities.

1. Barbara Hunt, "An Introduction to the Community School Concept," Field Paper No. 20, Northwest Regional Education Laboratory, Portland, Oregon

This discussion document describes the diversity of interpretations of the community school concept and points out that diversity is inevitable as each school tries to meet the unique needs of its community.

2. Robert A. Luke, "The Signs of Revolution in Public School Education," Adult Leadership, 13:203-204+, January, 1965

Luke points out that careful attention needs to be paid to the curriculum for the adult and the way in which the adult obtains credit, because his needs and learning style may vary significantly from those of children. Luke also lists a number of sources of federal funds and briefly describes some successful programs in various districts.

3. Federal Support for Adult Education: Directory of Programs and Services, Adult Educationa Association of the U. S. A.

This comprehensive summary of federal sources of support for adult education contains brief descriptions of programs that either explicitly

or implicitly involve adult education. The compilers emphasize that adult education support may come from a variety of federal agencies and may even be available under programs not explicitly aimed at adults.

4. William S. Griffith, "Public School Adult Education--A Growing Challenge," Administrator's Notebook, March, 1965

Griffith describes the challenge of developing an adult education program for a school district, but he also points out: "The development of an adult program in a school district may serve to strengthen the total educational program, or, if certain weaknesses already exist, the adult program may tend to direct public attention to them."

5. Joseph L. Braga, "Analysis and Evaluation of Early Admission to School for Mentally Advanced Children," Journal of Educational Research, 63:103-106, November, 1969

Braga points out that, although the literature favors early admission, most teachers, parents, and administrators are not in favor. In the particular study reported, Braga found that early admission made no significant differences; the parents of children admitted early were in favor of the system while the parents of those not admitted early were not.

6. Canadian Teachers' Federation, Independent Study, No. 12 in the Bibliographies in Education series, 1970

This bibliography lists 29 books and over 200 articles dealing with independent study.

7. John F. Bockman, "A Three-Year Research Project on Individualized Foreign Language Learning Based on Programmed Instruction and in Management by Consultation--Summary of Rationale and Principal Findings," Tucson Public Schools, 1971

Favorable results were obtained in a study utilizing independent foreign language study. The project utilized program "managers" to supervise student progress. Indications were that the per capita cost of managed self-instruction was considerably less than regular instruction and that self-instruction was as effective as regular foreign language instruction in most aspects of learning.

8. John F. Bockman, "A System of Instruments for the Management of Independent Study," Tucson Public Schools, 1970

Bockman argues that independent study requires systematic management. He presents a series of instruments--such as a contract agreement, a time record sheet, a syllabus of learning objectives, and a learning objectives contract agreement--that could be used in the supervision of students in an independent study program.

9. Ragene Farris, "Independent Study for Less Academic Students in a Comprehensive High School?" Journal of Secondary Education, 42:344-357, December, 1967

This article explains the sequential steps used in designing a unit of work, including the development of a performance contract.

10. Theory Into Practice; the December, 1966 issue is devoted to independent study

Articles discuss the dilemma of independent study, different patterns of independent study, the potential and limitations of independent study for both teachers and students, and the implications for administrators.